

**THE IMPLEMENTATION OF TASK-BASED LEARNING TO IMPROVE
THE MOTIVATION AND LEARNING RESULT ON
REPAIR/MAINTENANCE SERVICE OF GASOLINE FUEL SYSTEM OF
THE STUDENTS OF MECHANICAL ENGINEERING OF AUTOMOTIVE
IN SMK PERINDUSTRIAN YOGYAKARTA**

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ABSTRACT

The research aims at: 1) implementing task-based learning in the subject of repair/maintenance service of gasoline fuel system; 2) finding out the influence of the implementation of task-based learning toward the learning motivation of the students; 3) finding out the influence of the implementation of task-based learning toward the students learning result.

The research is an action research which consisted of three cycles and each cycle consists of three meetings. The research objective is the improvement of the learning motivation and learning result of the students in class XI B 3 which has 28 students. The aspects investigated consisted of the students persistence, behavior, and activities which show the students learning motivation and the learning action shown by the teacher as an indicator of the applicative task-based learning. The steps used in this research were pre-test to find out the students initial ability and followed by post-test. The next step was material implementation by applying task-based learning such as: giving questions, doing group discussion task, doing work book, doing independent tasks, making article, and summarizing the learning materials. By applying task-based learning, the students motivation and learning result had improved according to the indicator of completion. It can be seen on the third cycle that was the learning process of the teacher in discussing the work book and other tasks given. The data analysis was conducted by quantitative descriptive to look for the average percentage of the students motivation and learning result.

The result of this research is that the students motivation and learning result had improved in each cycle. It can be seen from the improvement of the average score on persistence, behavior and activity of the students, from cycle I with the percentage of 58,7 % categorized as poor had improved into 67,3 % categorized as fair in cycle II, and 76,8 % categorized as good. The students learning result can be seen on the improvement of the learning result applying task-based learning based on the percentage of the students who met the standard of competence in cycle I as amount to 32 % which had improved being 52 % in cycle II and 96 % in cycle III.

Key words: *task-based learning, learning motivation, learning result*